DOCUMENT RESUME

ED 137 179 SO 009 895

AUTHOR Hickerson, Jerry; Wild, Paul H.
TITLE The City: Two Interdisciplinary Units for Junior High or Middle School Classes.
PUB DATE 72
NOTE 25p.; Subtitled "Metropolis: Where the Action is! Learning to Live in the City"

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *City Problems; Discussion (Teaching Technique); Field Trips; Grade 7; Grade 8; Grade 9; Inquiry Training; *Instructional Materials; Junior High School Students; *Learning Activities; Resource Guides; Secondary Education; *Social Studies; Social Studies Units; Student Attitudes; *Urban Studies

ABSTRACT

The resource unit in urban studies is designed to be used by suburban social studies classroom teachers in grades 7-9. The unit aims at developing a positive attitude in suburban students toward the central city. Students are introduced to the social dynamics and cultural resources unique in large urban centers. They recognize that solving urban problems should be a priority for all citizens. The learning activities require students to identify problems for study, gather information, propose solutions, and present them to the class in imaginative ways. Each unit lists objectives, learning activities, preparation for field trips, learning resources, and evaluation strategies. Students are involved in a wide variety of activities, including writing paragraphs describing new facts; showing the lines of operation of a cultural or entertainment center; interviewing celebrities; organizing groups; formulating suitable study topics; viewing and critiquing media; and, preparing bulletin boards, newspaper reports, scrapbooks, video tapes, and photo essays. Suggested field trips to the city under study, which serve as a focal point for the unit, include: city council meeting, zoning commission meeting, water and sewage treatment plants, and the municipal court and jail. Selected reference sources for teachers and students are included. (Author/DB)

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THE CITY: Two Interdisciplinary Units for Junior High or Middle School Classes

METROPOLIS: where the ACTION is!

by

Jerry Hickerson

LEARNING to LIVE in the CITY

by

Paul H. Wild

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"Metropolis": Where the Action is!

Introduction

The symbol of civilization, the city, is in trouble. One needs barely to look at the newspaper of any metropolis in the United States to become aware of problems, staggering in their numbers, complexity, and severity.

The school of the central city, as a result, has a compounded problem in its attempt to educate youngsters who usually have little motivation for learning, since the typical curriculum has little meaning for them. Study of the urban place itself as the focus of the curriculum seems to be one way of bringing some perspective into the schooling of the inner-city youngster,[1] and many curriculum planners are working toward that end.

The justification for the study of the city as "cultural center" by suburban students

Why could the city not be a focus of study for suburban children as well? The emphases would undoubtedly be different since the suburban student's problem with the city is of a different nature from his inner city counterpart's. The suburbanite's prejudice, fed by news media and parents, most likely causes him to regard the inner city as little more than a center for problems and vice. Overlooked are the countless important contributions that the city makes to a region or state—and most directly, to the pocketbook of the suburban child's own parents. In their efforts to help the child experience "the good life" within a pleasant setting, parents, the community, and the school, through perpetuation of an anti-city attitude, may often deprive the youngster of the many gratifying experiences which can come only because of the existence of the city. Furthermore, the child may develop an attitude so prejudicial that

stereotyping will hinder his objectivity when he is called upon to weigh a particular problem that the city is facing.

Reasons for such attitudes and the attitudes themselves antedate Rousseau. The fact is, however, that "suburb" could not exist without the "urb." Beyond semantic implications, this means that suburbs depend on the cities for all their "good" qualities. The suburb always points to its being "near" cultural opportunities and employment possibilities—almost all located in the city to which it attaches itself. The economic bond is a most important one, for both the survival of the suburb and the support of general culturally oriented activities, which flourish most readily only in the cities (disregarding non-urban college campuses). One must have a highly concentrated population and its subsequent vast wealth in order to support such expensive organizations as museums, concert orchestras, art galleries, popular entertainment, and professional athletics. A great economy is also necessary for the architecture which shapes the city.

The city, in the last analysis, must survive in order for civilization as we know it to survive. This is not to say that many cities will not need to be redesigned and rebuilt, hopefully with both efficiency and aesthetics as the bases for such renewal. Even now, we are witnessing the "face-lifting" of many major cities. As we move from present civilization as we know it toward the future, however, it may be necessary to alter our whole concept of our cities. Cities themselves may, in fact, become "like world's fairs—places in which to show off technology"—in the future.[2] For the present, however, even as we see many renewal programs underway, we must study the city, both its problems and its positive aspects, in order to

build for the future.

This unit focuses on the positive elements of the city through a study of the centers of culture and entertainment in "Metropolis" (any major city). It is designed for suburban middle school youngsters probably eighth or ninth graders, ideally as part of a sequence which would feature such units as "Living in Our Town" or "The Problems of Metropolis" (most likely a breakdown of the "problems in metropolis"). Students might use this unit as a starting point for their work on the many facets of Metropolis so that they would have some positive perspective against which to view the problems that would be investigated later.

Reasons for placement of the unit at the middle school level

Why place this unit in the middle school though? First, since eighth or ninth grade youngsters have such a variety of abilities, interests, and attitudes, and tend to be self-centered at these ages, a unit of this type, by its variety of possible activities, has the potential of providing meaningful experiences for virtually everyone. Second, young people, especially middle schoolers, tend to like "field trips"; it becomes the teacher's responsibility to make such trips worthwhile in terms of educational ends. Because of the nature of this unit, many such trips will need to be taken. If the students have seldom visited the places to be studied, the results of the projects could be even more exciting to them.

Furthermore, I believe that a unit of this type can help youth of early adolescence meet at least half the needs listed in Handbook for California Junior High Schools (1949) by the California State Department of Education:

"Needs of junior high school youth"

All junior high school youth need—
-to be participating citizens of their school and community,

with increasing orientation to adult citizenship.
-the enriched living which comes from appreciation of and expression in the arts and from experiencing the beauty and wonder of the world around them.
-to have a variety of socially acceptable and personally satisfying leisure-time experiences which contribute either to their personal growth or to their development in wholesome group relations or both.
-experiences in group living which contribute to personality and character development; they need to develop respect for other persons and for their rights, and to grow in ethical insights.
-to grow in their ability to observe, listen, read, think, speak, and write with purpose and appreciation.[3]

Finally, the middle school youngster is at an age where he can do more than simply observe and "have fun." He can "deal with the real and the possible." He hypothesizes and experiments and draws conclusions.[4] At the same time, however, a boy at this age may be hindered in his opportunity to develop certain appreciations because of cultural expectations that he emphasize in his life only activites which are "manly" (narrowly defined). This unit offers the back door as the entrance through which students may become more acquainted with and possibly appreciative of the aesthetic features which the city has to offer.

A further consideration is that this unit fits better into a block-time schedule, more characteristic of the middle school than the typical high school with its lock-step schedule. Ideally, and practically, this study would be facilitated best within a structured core curriculum and flexible scheduling, with lengths of time for the core class varying as the needs arose week by week during the unit. It would be important, therefore, for such subjects as mathematics, science, physical education, and foreign language, which would not be especially pertinent to the unit, to be scheduled together at the beginning or the end of the day. The time blocks remaining would

accomodate English, social studies, guidance, various other courses, and planning for the unit. (A typical weekly schedule appears on page 10.)

Skills related to the unit

Various skills will need to be taught for the optimum benefit from the unit. Many of them may be taught with the unit itself, but some preliminary instruction or experience at some recent level of schooling would be of benefit also. The various skills include the following:

1. Small group process
2. Data gathering and reporting
3. Taking field trips
4. Reading or acting in plays
5. Problem solving

Since the background of the typical suburban teacher himself is seldom urban-oriented, it would be important that he become quite familiar with the city to be studied and that he read a variety of recent works on the cities.

Goals

The goals of the unit are both long and short range:

-to contribute to the revitalization of the city.
-to lessen prejudice against the city by emphasizing important positive features
-to acquaint students with the realities of supporting cultural activities
-to have students be more aware of aesthetic features of the city through architecture, athletics, art, drama, and other cultural contributions of the city
-to acquaint students with possible summer of life-time employment opportunities in areas which might not have been familiar to them before
-to present students with an interesting problem for which they can gather data, synthesize their information, and present conclusions to the remainder of the class.

Student Objectives

The objectives for each student and each committee are written in behavioral terms and would be given to each student along with the challenge to meet all of them. Ideally, the students should help prepare the objectives as they identify the nature of their assignments.

Each student will write a paragraph in which he describes at least two new facts that he discovered about the city.
Each student will be able to list five ways in which the city provides for meaningful cultural experiences for people outside its limits.
Each student will be able to describe in a written or oral essay an explanation for the city's ability to afford such a wide variety of experiences.
Each student will be able to show in a written or oral essay that he understands the major lines of operation of one cultural or entertainment center in the city.
Each student will be able to describe briefly, through pictures, drawings, or words, at least two examples of architecture found in the city which cannot be found in the suburbs.
Each student will work with a group of from two to six on any project related to this unit that will help him meet the objectives.
Each committee will present its report to the rest of the class in some unique fashion—not through a lecture or panel presentation alone.
Each committee or representative will meet with one of the city's "cultural celebrities" for an interview, and will summarize the interview as part of the total presentation.
Each committee will present a written summary of its findings to the teacher.
Each student will be able to demonstrate to the teacher in his own way a new appreciation that he has of the city as a result of this unit.

Some Introductory Activities and teaching procedures

Students, hopefully, would select the study of the city—and this phase of city—as a natural step in the investigation of their own suburban community. Perhaps they would become stimulated toward that end through an art field trip, or a discovery about the formation of the city as they read in their Ohio history text. Whether these motivations were present or not, the following are suggested to stimulate interest in the questions of this particular unit and to start it toward reality.

1. Show close-ups (slides) of interesting parts of buildings, statues, stadiums, or other landmarks and buildings of Metropolis, so that the student may be interested in the uniqueness of the pictures but would not be able to guess where they were from unless he had been very observant. Ask the students to write on a sheet of paper where they think each picture is from. (The teacher might even sneak in some slides of famous landmarks from Rome, Greece, France, etc.)

2. Pose a list of questions, all seeking information

about very interesting characteristics of a particular place. The answer to the questions about the interesting place will be, of course, Metropolis.

3. Pose the question: "If Metropolis were destroyed tomorrow, how would the rest of the USA be affected? How would you be affected?"

4. Ask students what they think about Metropolis. Discussion might well focus on problems of the city, or it might be a mixture of problems and uniquenesses. At any rate, the teacher and students could summarize and categorize the opinions into lists that might resemble the following:

Problems of the City	Advantages
a. city government	a. racial & ethnic uniqueness
b. crime	b. business & industry —economic center
c. decay (urban blight)	c. democratic government to serve all areas of the city
d. education	d. center for culture
e. ethnic relations	e. center for popular entertainment
f. health services	
g. justice	
h. over-population	
i. pollution & ecology	
j. poverty	
k. prejudice against the inner city	
l. preservation of historical & architectural landmarks	
m. suburbs	
n. taxation—income	
o. transportation	

5. Ask students if they could invite to class any person that they had heard of from the city, who would it be? Answers might cluster around politicians, athletes, stage stars, or others recently popularized through news media.

6. Concentrating on the positive elements of the city, ask students to consider the city's contributions in culture and entertainment. In these regards, have students identify the unique aspects of the city that their own community does not have. List the responses:

a. large athletic stadium
b. museums
c. art galleries
d. tall buildings
e. a concert orchestra
f. TV and radio stations
g. newspaper publishers
h. book publishers
i. large theaters for movies and plays

j. colleges
k. zoo

Ask students to list in order of preference which of the places mentioned above they would most enjoy studying if they had a choice. If everyone received one of his first three choices, the major problem—how to keep the boys from clustering too heavily around athletics—might be resolved. Students might also list the places that they would under no circumstances want to investigate. If the school contains many eighth grade core classes, all of the places mentioned might have committees for their investigation.

With the identification of places or activities for investigation, the students will then raise questions about them, to be answered by the committees as they plan to meet the objectives of the unit. The questions, listed on the board, will undoubtedly cross subject area lines, so that the core teacher will need to bring into the unit the cooperation and expertise of other teachers, who would also, hopefully, structure their own courses to implement the unit. Some questions might be the following:

1. How did the city get such things as museums, art galleries, theaters, auditoriums, field houses, and stadiums in the first place?
2. How are they being used at the present time? Have any closed? Why?
3. How have attitudes toward fine arts and entertainment changed over the history of the city?
4. How is a book published?
5. How is a newspaper or magazine published?
6. Do locally published newspapers or magazines slant the news? To what kind of audience do they appeal?
7. What are the differences between TV and radio and newspaper communication?
8. What goes into the production of a TV or radio program?
9. How do TV, radio, and stage dramas differ?
10. Are any professional writers or artists or athletes living in the city? Would they visit us?
11. What is on display at the art galleries this month? Why?
12. What is characteristic of the architecture of Metropolis? Does there seem to be any purpose for the architecture? Is it functional?
13. How does the concert orchestra support itself? Why did it begin?
14. What other musical groups are in Metropolis?
15. What is behind the curtains of a professional stage?

16. How does the theater support itself?
17. What role do professional athletics play in the culture of Metropolis?
18. What colleges exist in Metropolis? What are their purposes?

Outline for committee work

Each committee should follow guidelines for effective group work in meeting the objectives. The following would be a good schedule to follow:[5]

1. Select chairman and recorder
*2. Explore topic and choose subtopics and questions in addition to those raised by the class which are appropriate for each group
3. Divide up the work--by topic, questions, and divisions of group presentation
*4. Plan research procedures and trips necessary
*5. Combine information from all the members
*6. Plan the presentation
7. Make the presentation
8. Plan a culminating activity
9. Evaluate the unit

Step four is one of the most significant in the group process for this unit, because it may influence both teacher and schedule.

Faculty teamwork

It would be good, for example, for the committee investigating the music conservatory of the city to have close contact with the music teacher. He would, as a result, become a part of the core team for this unit, to offer whatever assistance he could to the committee. If a visit to the conservatory were planned, he might be the chaperone and driver.

Schedule & field trips

Assuming that groups would need to get into the city to complete their projects, the core teacher would need to work large blocks of time into the schedule in order for the students to make their trips. Parents would alleviate some of the transportation problems. Many parents are eager to assist in school projects if good communication

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*Check point with the teacher

SCHEDULE FOR A WEEK OF TRIP-TAKING AND DATA-GATHERING

	8:25	8:50	9:15	9:40	10:05	10:30	10:55	11:20	11:45	12:10	12:35	1:00	1:25	1:50	2:15	2:40	3:05
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
MON	IN	MATH		SCI		HPE		HOME EC IND ARTS		L	FOREIGN LANG.			CORE Planning the Trip into City			COMPOSITION	
TUE	TRA	MATH		SCI		HPE		MUSIC ART		L	CORE Trips into City							Return
WED	MU	MATH		SCI		HPE		TYP	FOR. LANG.	L	"Exploration"			CORE English-Social Studies-Guidance (related to Trip)		Committees		
THUR	RAL	MATH		SCI		HPE		MUSIC ART		L	CORE Trips into City							Return
FRI	S	MATH		SCI		FOR. LANG.		HOME EC IND ARTS		L	TYPING			CORE Guidance Committee Work			Spelling Vocab.	

has been established between the core teacher and the home.

Before such a trip is made, however, students should be aware of a number of important procedures for which they can be prepared by classroom sessions:

Preparing for a trip

1. Arrange for the visits through letters and/or calls.
2. Make a specific list of information to be acquired.
3. Prepare for interviews (through role play).
4. Make a check list of items needed for the trip. Tape recorders, note pads, pencils, etc. may be needed, not to mention cameras. Be sure any mechanical devices are working properly.

The schedule of trips and activities in the city could conceivably last three weeks. Certain groups might even need more than that, although too much deviation from the other committees would need to be discouraged.

Planning for the end

Each committee has been charged to gather data about a particular cultural or entertainment center in the city. All the students are aware that they are responsible for meeting the objectives of the unit, answering the questions which the class raised, and presenting a report about their areas of study to the class. Organizing the data in a presentable way, therefore, is a top priority. Making arrangements for any guest speakers or demonstrations to the school, or class visits to the committee's project center are also important. In fact, the carrying out of student initiated plans will in part determine the length of the remainder of the unit.

Evaluation

When all the projects have been presented, the final evaluation of the unit should be carried out. The students should know how close they have come to meeting the objectives which were set. Then they and their teacher should discuss the unit itself—its strengths and weaknesses—as they consider its value to each of them.

Quests

Finally, students may wish to follow up on any of the following as quest activities related to their study, if indeed, they have not utilized them during the study itself.

1. Prepare bulletin boards related to the unit.
2. Present photographic or slide shows on your awareness of the city as a cultural center.
3. Write a play or story about the founding fathers of the city returning to it today.
4. Write poems based on your impressions about the city from your study.
5. Write an essay on some new awareness as a result of the unit.
6. Celebrate "City Day" or "City Week" with each committee contributing an important dimension to the festivity.
7. Make a "Wall of Respect" out of paper in your classroom, on which students may paint or draw likenesses of important contributers to the city.
8. Make a "Graffiti Fence" in some area of the classroom where students can write "catchy" expressions and verses related to their study.
9. Make a class newspaper, devoting one issue to the City.
10. Compile a class or individual scrapbook of the unit.
11. Reenact important scenes in the cultural history of the city.
12. Organize to save some existing landmark or historical site.
13. Trace the changes in attitudes toward various activities of cultural and entertainment value.
14. Present a photo essay of your committee's project.
15. Identify and compare various architectural designs in the city.
16. Prepare a video tape presentation in which you reenact what you witnessed at the TV studio or elsewhere.
17. Debate the role of public support vs. government subsidy for support of certain artistic organizations or activities.
18. Identify and compare various architectural designs in the city.
19. Write a report on the most pressing problems facing the organization which your committee studied.
20. Make a silent film which tells the story of your impressions of the city.
21. Present a photo essay of your committee project.
22. Write a poem or essay based on a visit to some point of interest in the city.

Faculty Resources

The teacher may go to virtually any book store to find numbers of volumes dealing with the problems of the cities and the difficulty of teaching in them. While procuring sources for this unit is hardly that easy, it does not present an overwhelming task either. A variety of works should make up the teacher's preparation for this study.

Interpretations of the City

1. Arnoff, Melvin, "Focus on Inner City Social Studies," Room 121, College of Education, Kent State University, Kent, Ohio 44242. The outline of Dr. Arnoff's curriculum, grades K-12 offers the educator a view of the spectrum of subjects which may be covered in a study of the inner city.

2. Boulding, Kenneth E. The Meaning of the 20th Century: The Great Transition. New York: Harper and Row, Pub., 1964.

3. Gleeson, Patrick (ed.) America, Changing, Columbus, Ohio Charles E. Merrill Publishing Co., 1968. (especially the essays in chapter two, "The City," pp. 79-142).

Focus on the City to be Studied

1. Hepburn, Andrew. Biography of a City: Boston. New York: Scholastic Books Services. Many cities have their histories told in published works such as this one. Locating such a source would be very beneficial.

2. The Chamber of Commerce would be a likely agency for providing a classroom with a variety of printed materials on many facets of the city.

3. Make contact with the various places to be studied in the unit to see what assistance they might provide regarding both printed matter and the remainder of the study.

Focus on the State

Frequently, a history written of a state will have numerous references to its larger cities. These may work well into the unit. Two such books in Ohio are the following:

1. Collins, William R. Ohio, the Buckeye State. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1968.

2. Roseboom, Eugene H. and Francis P. Weisenburger. A History of Ohio. Columbus: The Ohio Historical Society, 1964.

NOTES

[1] This thesis is explored further in: Burton D. Friedman, "Emphasizing the 'Urban' in 'Urban Education,'" Kappan, LII (March, 1971), 420-426.

[2] Marshall McLuhan and Quentin Fiore, The Medium is the Massage, (New York: Bantam Books, 1967), p. 72.

[3] William Van Til, Gordon F. Vars, and John H. Lounsbury, Modern Education for the Junior High School Years (Indianapolis: The Bobbs-Merrill Company, Inc., 1967), p. 131.

[4] William M. Alexander, et al., The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1969), pp. 34 & 42.

[5] These steps are adapted from those followed by the Kent State University Middle School in a unit during fall quarter, 1970, and presented to a graduate education seminar on February 10, 1971, by Prof. Gordon F. Vars, who also taught the eighth grade class.

Learning to Live in the City

INTRODUCTION

Most Americans live in cities, Recently, Americans have come to view their cities as terrifying traps in which citizens or visitors face the perils of crime, senseless violence, foul air, immobilized transportation, alienation and impersonality; inhabitants of cities in addition are confronted by areas of grinding poverty, decaying housing, futile and stultifying education, unresponsive government, accumulations of refuse, overcrowding, and lack of recreation.

The larger the city, generally, the greater the problem, but even suburbs and small towns are beginning to suffer similar woes. Running away to the suburbs or to the country provides at best a temporary solution, and the suburbs have their own unique problems, frequently resulting from the very lack of services and cultural opportunities that the city offers.

While this resource unit is prepared for use with primarily middle-class white suburban students, the aim is to generate awareness in the students of the scope and causes of urban problems and guide students toward ways of making their community a safer and more pleasant place. Ideally, students who complete this unit will have learned how to use the advantages of the city and how to make the urban structure more responsive to the needs of its inhabitants.

While suburban students may not have come face to face with the soul-crushing facts of prejudice and ghetto life, they are no doubt already acquainted with the presence of air and water pollution, traffic congestion, "instant slum" subdivisions, a juvenile drug problem, growing vandalism and delinquency, and inadequate city services, especially in recreation. This unit can build on these recognized problems and expand into a study of all city problems, the ultimate goal being to make students aware that we are all riders together on Spaceship Earth.

As the student's awareness grows, he should eventually ask himself questions similar to the ones below:

How does the problem affect me?

What is the extent of the problem?

What is the cause of the problem?

Why does the problem continue?

What efforts have been made to eliminate it?

What can I do?

It should be understood that this unit, "Learning to Live in the City," is part of a larger unit of study which also includes study of the history of the city as the root of modern civilization, study of the unique cultural opportunities offered by the city, and study of cities of the future as ideal human environments.

In preparing this resource unit, it has been assumed that the structure and dynamics of a Core class have been previously introduced and that the class is already functioning as a Core class.

GOALS

The goals of the present unit are in consonance with the goals of the larger unit on the city previously mentioned. The student will:

1. Become acquainted with the unique human environment, the city
2. Appreciate the contributions of the city to our present way of life
3. Recognize and investigate the problems of the modern city
4. Investigate and propose solutions to the above problems and suggest ways to make the city more responsive to its inhabitants
5. Understand the problems of the individual living in a city
6. Explore the future of the city and in the process overcome some of the prejudices about living in the city

7. Improve his skills in reading, writing, listening, reporting, information gathering, problem solving, and creative expression

8. Become a more effective participant in group work

SUGGESTED PROBLEM AREAS FOR INVESTIGATION

Pollution: air pollution, water pollution, noise pollution, over-building, trash disposal, the effect of home laundry detergents on the water supply, insecticide pollution, the effects of the affluent society and conspicuous consumption on the pollution problem

Crime: poverty, over-crowding, racial tension, underemployment, broken homes, inadequate education, gangs, drugs, gambling, crooked politics, riots

Housing: Ghettos, slum landlords, over-crowding, inadequate building code enforcement, impersonal public housing developments

Government: the ungovernable city, gerrymandered voting districts, unrepresented minorities, law enforcement, courts, jails, juvenile courts, welfare, taxation, recreation, zoning, transportation, city-suburb-county-regional governments

Education: out-dated buildings, over-crowded buildings, segregation, vandalism, drugs, drop-outs, irrelevancy, local control

LEARNING ACTIVITIES

I. Core (English - Social Studies)

A. Field Trips
   1. City Council meeting
   2. Zoning Commission meeting
   3. Water treatment plant
   4. Sewage treatment plant
   5. Municipal court and jail

B. Speakers and Visitors
   1. Mayor
   2. Councilman
   3. Zoning Commission member
   4. Police Chief or officer
   5. Judge
   6. Juvenile court officer
   7. City housing inspector
   8. Conservation officer
   9. Speakers from Sierra Club, etc.
   10. University geologist, urban specialist, sociologist, etc.
   11. YMCA or youth center director

12. Welfare officer
13. League of Women Voters or other political action group speaker
14. N.A.A.C.P. or other minority advancement group speaker

C. Reading
1. Books, pamphlets, reference sources
2. Newspapers, magazines
3. Maps, tables, charts, graphs
4. Novels, plays, poems

D. Listening and Viewing
1. Radio and television news and specials
2. Speakers and visitors
3. Tapes and recordings or urban specialists
4. Tapes and recordings of literature and songs of the city
5. Films on urban life and the environment

E. Writing
1. Note-taking on speakers, films and recordings, reference sources, committee sessions
2. Report writing
3. Letters requesting information and publications, thanking visitors, inviting visitors
4. Scripts for plays, skits, newscasts, audio-visual narratives
5. Journal entries based on field trips, speakers, reactions literature
6. Creative writing--poems, stories, plays

F. Reporting
1. Research reports--panels, debates
2. Slides or slide/tape presentations
3. Movies
4. Overhead or opaque projections
5. Bulletin boards
6. Skits, newscasts, role-playing
7. Graphs, charts, maps

II. Art
1. Paintings or drawings about city life
2. Collage of city scenes or people
3. Creative photography
4. Posters against littering, pollution, rats
5. Wall of respect
6. Decorate trash cans
7. Design mini-parks and playground equipment

III. Music
1. Compose and perform singing commercials against litter, detergents, uncovered garbage
2. Learn ethnic songs, gospels, soul music
3. Study jazz
4. Listen to West Side Story

IV. Dramatics
1. Role-play living in a tenement, being on welfare, a drop-out looking for work
2. Role-play in anticipation of speakers or guests
3. Dramatize plays or novels on city life

V. Home Economics
1. Prepare welfare meals
2. Prepare ethnic meals, soul food

VI. Science
1. Measure pollution rates in water, air
2. Study the process of natural water purification
3. Learn how streams and lakes die
4. Study erosion and the effects of land clearing and over-building
5. Learn about sources of water, changes in water table

INSTRUCTIONAL RESOURCES

Films available from KSU Audio-Visual Services
1967 Catalog

The House of Man (16, c) EBF

The Changing City (16, c) Churchill

The Living City (26, bw) EBF

The First Mile Up (28, bw) McGraw-Hill

Harlem Crusader (29, bw) NBC-EBF

Portrait of the Inner City (16, bw) McGraw-Hill

Your Health in the Community (10, bw) Coronet

Chicago—Midland Metropolis (22, c) EBF

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Supplement I

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At Home, 2001 (26, c) NBC-21st Century

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Filmstrips and Sound Filmstrips

New York Times Series

Growing Crisis for the Cities (1962) 1 filmstrip
The War on Crime (1968) 1 filmstrip, 1 record
Problems of Cities (1968) 1 filmstrip, 1 record

Visual Education Consultants, Inc., Madison, Wisconsin

The Trash Explosion, parts 1 and 2 (2 filmstrips)

Urban Media Materials, Inc., Flushing, New York

Problems of Our Cities (6 color/sound filmstrips)
People of the City (2 color/sound filmstrips)
Story of a Great City--New York (2 color/sound filmstrips)

KDI Instructional Systems, Inc., Columbus, Ohio

Water for Tomorrow (each unit contains 2 color/sound filmstrips,
Air for Tomorrow transparencies, notes, booklet, bibliography)
Land for Tomorrow

Audio Tapes

Washington Tapes (Distributed by Doubleday & Co., Garden City, New York)

The Problems of the Cities, Robert C. Weaver, speaker
The Cities--Pressure Points in Our Society, Robert F. Kennedy, speaker
Riots--Causes and Cures, Senator Frank R. Harris, speaker

Simulation Games

Western Publishing Co., New York, N.Y.

Ghetto (frustrations of inner-city life)

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